Superseded by "Camping magazine"

CAMPING

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The Official Journal of the Camp Directors Association

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NEW ENGLAND NUMBER

TALK ON CAMP ADVERTISING

By Richard W. Deshon

Before the Camp Directors' Meeting, November 16, 1929

Few people realize what a big business camping is in New England. There are about 750 camps for boys and girls in this section, out of which there are 593 so-called private camps. These are divided approximately as follows: Maine, 210; New Hampshire, 160; Vermont, 70; Massachusetts, 90; Rhode Island, 3; Connecticut, 60.

It may be of interest to analyze these figures. In Maine, there are approximately 177 Christian camps and 33 Jewish camps; in New Hampshire, 149 Christian camps, and 11 Jewish; in Vermont, 59 Christian camps, and 11 Jewish; in Massachusetts, 74 Christian camps and 16 Jewish; and in Connecticut, 46 Christian camps and 14 Jewish.

From these figures, one finds that out of the 593 camps in New England 508 are for children from private Christian homes and 85 for children from Jewish.

Let us take the average enrollment at the Christian camp as 50, and we find there are 25,400 campers. As the Jewish camps average larger enrollments, let us say that there are a hundred campers to each, giving a total of 8,500 campers. The total attendance at the private camps is therefore in the neighborhood of 33,900 children each summer.

The average fee at the Christian camp is about $325 so that the gross income of the Christian camps is in the neighborhood of $8,255,000. The average fee at the Jewish camps is about $400, so that the total income comes to about $3,400,000. The total income is therefore about $11,655,000. annually from campers at private camps. This does not include the hundreds of thousands dollars spent for tuition at the scores of camps conducted by the Boy Scouts, Y. M. C. A. and other organizations.

As there are about 2,500 camps in the whole country, it will be seen that 30% of them are here in New England. Out of these, there are only about 1,200 private camps, so it is easy to realize that nearly half of the private camps are still here in New England, where the summer camp was first established.

Of the 1,200 private camps in the country, 452 advertised in the magazines this past year. From the 594 New England camps, we may deduct the 85 Jewish camps as few of them ever advertise, leaving the 508 Christian camps. Out of these, 188 advertised in magazines last year. To sum up, practically 40% of the New England camps advertised in 1929.

If every camp director could be sure that he would fill his camp to capacity every summer, there would be no need of camp advertising.

Why should a camp advertise in the magazines? Why do camps advertise? To get campers, to keep its name before the public that look to magazines for camp information, and to keep its names in those mediums where its campers will be keenly disappointed if they do not find their camp included.

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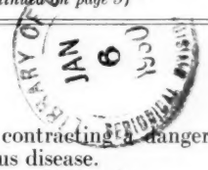
TYPHOID PREVENTION

By Dr. Fred E. Clow

Chairman, Health Committee



The recent newspaper accounts of the serious consequences of a typhoid epidemic in a Pennsylvania camp again emphasize the importance of all prophylaxis against this particular disease. The public has come to believe, and rightly so, that some one is to blame for every case of this disease, which occurs. We have many times called attention to the stigma which attaches to any camp where laxity of the ordinary rules of hygiene is permitted, and that the occurrence of typhoid is one of the principal illnesses which should be avoided. It is not alone the illness in the camp personnel but the widespread occurrence among chance visitors that may prove to be the really serious factor. This is the case in the situation discussed in the public press during the last weeks.

No camp director can afford to permit in his group the development of measles, scarlet fever, or even mumps, when it is within his power to prevent it, but typhoid is so much more serious and so much more likely to be followed by extremely costly complications that extra precautions should always be taken to neutralize its appearance. With the ordinary contagious diseases of childhood, take what precautions one may, an occasional outbreak is bound to occur. The camp director will be forgiven too, for everyone, layman or professional person, realizes the great difficulty of obviating these diseases for which we possess practically no workable preventive measures save strict quarantine. The camp director cannot be expected, and is not expected, to vouch for the freedom of every camper from these diseases.

But typhoid can be prevented. Every member of the camp may be safely and securely vaccinated against it. Most camps have not felt, however, that this is a necessity. Most state health authorities have taken the same attitude. Precautions are taken to see that the milk and water supplies are safeguarded. But the weak link in the chain has always been the food handler.

Camp directors must realize that the safety of their camp should not be jeopardized by the presence of a single individual who may be a menace to the health of the entire organization. But this does occur. A typhoid carrier may easily get a position in a camp where the entire personnel from the director to the dishwasher is in danger of contracting a dangerous, costly and serious disease.

How may this condition be overcome? No one should be permitted to handle food or wash dishes in a camp who has not had a thorough physical examination with a bacteriological examination of the stools and urine. A complete history of all previous illnesses, however trivial they may seem, should be furnished. The carrier may never consciously have had the disease, and yet he may be discharging millions of active living typhoid bacilli every day. It may seem a drastic measure to require such an examination as is suggested, but it is not at all difficult to comply with the requirements, for most state health departments gladly perform these tests free of expense. Many states have adequate laws regarding the examination of cooks and chefs for hotels and restaurants, but none for such organizations as summer camps.

Every camp director should seriously consider requiring all his assistants to furnish information as to the possibility of typhoid. Where help is employed from the local community the near-by doctor

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HOLIDAYS are glad days! To children there is no holiday or glad day like Christmas Day. It is the one day of the year when the spirit of good-will is abroad throughout the land. Some day the message of the angels — Peace on Earth, Good Will Toward Men — which rang out so joyously on that first Christmas morn will become a reality. Through the youth of today must come tomorrow's realization of world friendship and good will, which ultimately will bring peace on earth. The intervisitation being carried on between the youth of other lands and our own youth, under the leadership of such souls as Dr. Knudsen and others, the annual camps for the youth of the world conducted by the Boy Scouts and the Young Men's Christian Association, the presence of boys and girls of other lands in the camps of North America, the presentation of pageants in camp as carried on by the Educational Committee of the League of Nations, are some of the ways of bringing about a better understanding between humans of all nations. It may be that organized camping will play an important part in the bringing of good will upon earth. Who knows!

CAMPING extends to all its constituency good will, good cheer, and the gladdest of all Holidays!

HOW TO MAKE GOOD READING CONTAGIOUS TO CAMPERS

By Marian King

For years psychologists and educators have realized that the child mind is not the mind of an adult cut down to miniature proportions but a creative, completely functioning part of the child existence. Writers and illustrators also surrendered quickly to this infectious discovery and the child world loves to be regarded "on its own" neither babied nor patronized but recognized as a distinctive phase of our development.

To begin with, on coming to camp the camper leaves the school book behind and is overwhelmed by the idea that books are more or less off their shoulders. This is true as far as text books are concerned but what about the rest of the world of Literature?

In every camp there should be a well balanced library, with a camper as a librarian and the counselor in charge of this division over her as an advisor and consultant. The books should be classed according to the ages of the campers. There should be books of all variety such as: books on nature; poetry, plays, history, religion, adventure, folk lore, fairy tales, fiction, autobiography, and biography.

These various groups should be well selected and from time to time reviews or articles denoting the book should be posted on a library bulletin board in order for the camper to have some idea as to what the book may contain and what is in the library.

If the camper in charge of the library makes her job as efficient as her athletic job she will draw the campers to her circle.

(*Continued on page 16*)

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THE SUMMER CAMP LIBRARY

By Robert Snaddon, *Director*,
Camp Osoha for Girls, Trout Lake, Wis.

The library at many private and public summer camps for boys and girls is often neglected by the camp directors and therefore by the campers themselves Summer time, they say, is for active adventures rather than a time for reading about them. So much of the camper's time is occupied with physical activities, they contend, that he has little time for reading.

A few worn out unattractive looking volumes constitute what passes for the library in some camps. Not much time is spent or much thought given to the purposes of such a library and what it can help to accomplish in an educational way in camp.

Yet in spite of the usual objections offered against reading in camps, a well equipped library is a distinct asset to any camp. The camp method of education is less formal than that of the school. There are no formal classes in camp; there is no discipline problem as in schools, because campers do not *hare* to attend camp as they do school; and there is no specified amount of reading required.

The organized summer camp now bridges the gap in our educational system between the school terms. It is the most scientific plan yet worked out to occupy the child's leisure time in summer. Parents are coming to realize that summers spent in a well regulated camp are as much a part of a child's educational training as the time spent in school in winter. In Wisconsin, according to the records of the State Board of Health, there are a hundred summer camps for boys and girls. Since the group of campers changes every two weeks in many of the public camps, it is safe to estimate that about twelve thousand boys and girls spend some time during the summer in these camps. In private camps, the campers generally remain eight weeks.

If the summer camp is to be recognized as an educational institution along with the school, its equipment and instructional personnel must compare favorably with the school. Poor equipment resulting in poor instruction will not long be tolerated by parents.

The camp library may help in many ways to carry out some of the educational aims of the camp. Some of its purposes are:

1. To provide reference books on all the camp activities, which generally include swimming, diving, boating, canoeing, arts and crafts, games, overnight camping trips, nature lore, and camp craft. In some camps they include horseback riding, interpretative dancing, gardening and other specialized activities.

2. To supply interesting and constructive reading for relaxation periods and for use on rainy days.

3. To furnish books of games and stunts for stunt nights at camp.

4. To offer books of inspiration and information to counselors.

5. To help counselors to interpret the whole organized camping movement.

Purposive reading has a definite place in the camp program. When boys and girls discover a porcupine up in the top of a tree, their curiosity is aroused to find out more about the habits of the animal; when they see young poplars that have been cut off by beavers, they want to find out more about the ingenious ways of beavers. They see new flowers,

Exposure to an environment like this makes reading contagious at Camp Kehonka. It is a second floor room and located on the very edge of the lake. Note the "woodsy" equipment.

new trees, new birds. Sympathetic and enthusiastic counselors can lead campers to increase their knowledge of the life of the woods not only through observation, but also through reading. The curiosity of the campers often leads them to good books to find the answers to their questions.

Hundreds of questions come up in camps each season to be answered. The skillful leader encourages the campers to find the answers themselves. Actual reading in such instances is on an entirely different plane than that of the required reading in school. The camper is definitely interested in solving a problem and is oftentimes keenly disappointed if he cannot solve it. But what if the proper books are not at hand for the camper? Most camps are situated at a considerable distance from any towns with libraries and even if there was a town library near the camp the camper would not have a chance to go there. If boys or girls cannot readily find what they want, they let the matter slip and thus is wasted an educational opportunity. In building up a camp library, then, a large section of it should contain the best illustrated books easily understood on all phases of the camp program.

In the second place, the library should contain a wide variety of well chosen books for boys and girls to read during their spare time. Rainy days in camp are perhaps the most difficult. While many of the regular activities are carried on just the same, yet there is an extra amount of time which the campers have for themselves. A long spell of rainy weather taxes the ingenuity of counselors and directors to keep the campers well satisfied and occupied at something worth while. Idleness leads to boredom and trouble. There must be considerable of a variety both as to content and to the style in which the book is written to appeal to different age groups.

Many camps have a junior group ranging in age from seven to thirteen years and a senior group from fourteen to eighteen years and junior counselors and counselors from that age up. Naturally a camp library which lacks in material which will appeal to any one group is not well equipped.

It is the aim of most camps to keep campers out-of-doors just as much as possible. Stories that are adapted for telling around the fire add romance to camp fires. Action, adventure and ghost stories that are easy to follow appeal to campers most strongly after a strenuous day of exercising. Books which contain such stories should be accessible to counselors so that they may become thoroughly familiar with them before they attempt to retell them to campers. Some camps follow the practice of having a continued story read for a little while each evening around the fire just before time for the bugle to get ready to go to bed. Those who are interested may sit around the fire or lie down on a blanket in front of it and listen to the story as it is read by one of the counselors.

Since telling the story by the boy himself rather than listening to it is more important, some camp directors are attempting to revive the ancient art of story telling. Every opportunity is given to the campers to tell stories that have

(*Continued on page 10*)

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in *The Christian Science Monitor* will reach people who give patronage to high-class camps

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Published by the Christian Science Publishing Society at 107 Falmouth Street, Boston, Mass.

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BARBECUES AND FLAP JACK FANTASIES

By Old Timer

Last summer I watched a group of boys cooking their supper over a fire. It was really a pathetic sight. The boys had no conception of cooking, although the camp of which this group of boys was a part, encouraged cooking in the open. Something was wrong, the counselor seemed indifferent to what was going on, and the boys were busy rescuing burnt food from the open flames, or scraping "flap jacks" from ungreased griddles. A few hints would have turned an unpleasant situation into an enjoyable occasion. Cooking over the open fire is one of my greatest delights, and most delicious food can be easily prepared over open fires, by observing some general hints about fires and cooking.

One of the important things about camping is a camp-fire. There are two kinds of camp-fires, the "warming up" fire, and the "cooking" fire. Of course there are others, such as the "smudge" to drive away mosquitos, and the "friendship", the kind you just like to sit around and talk or silently watch the flames shape themselves into fantastic forms. The most useful since man discovered fire is the cooking fire — flames for the pot and coals for the pan.

Select a sheltered and safe place to build your cooking fire, where no wind can blow it out or into the surrounding dry bush, ascertain the direction of the wind and then build your fire so that the smoke will not blow into your face when you are doing the cooking. Next in importance is the wood. Certain kinds of wood, such as hickory, oak, beech, birch, hard maple, ash, elm, locust, longleaf pine, and cherry, have fairly high heat values, and laboratory tests show that one cord of seasoned wood of these species is equal to one ton of good coal. Short leaf maple, hemlock, sycamore, cedar, poplar, Norway pine, cypress, basswood, spruce, and white pine, have a comparatively low heat value. These woods ignite readily and give out a quick hot flame, but one that soon dies down. The principal disadvantage of the resinous pines is their oily black smoke.

The woodsmen of British Columbia have a wood chopping trick that keeps nicks out of the axe blade. When chopping the wood instead of laying it on a block or the ground where you have a chance to miss and put a nice nick in your axe, just stand it on end, holding it with the left hand at a convenient angle and strike a glancing blow into it, turning the branch till you have gone all the way round. It will then break with a blow from the head of the axe and you have a nice feathery end to catch fire easily.

Boy Scouts and Woodcraft boys make what is called "Fuzz-sticks" or "Firelighters" by taking a dry, resinous stick about an inch thick and shaved with a good sharp jack knife into thin slivers which remain on the stick. Three or four of the "Fuzz-sticks" will insure the starting of a fire.

Gather dry twigs and dead branches and plenty of birch tinder. When the wood has been gathered and prepared, you are ready to begin building the fire. Time is saved by having everything on hand and within reach. Haste always wastes time in making a cooking fire.

The simplest and handiest all round cooking fire is that made of two green logs laid parallel on the ground. Level off the top with an axe. Place them a few inches apart so that a frying pan or coffee pot can rest upon both. Between the logs scrape a trench about six inches deep. In placing the wood in the trench pile it in such a way that allows plenty of air space. Place several "Fuzz-sticks" first, then dry twigs, and keep adding heavier wood as the fire progresses. When it is blazing well, start your water boiling. For broiling, or frying, or baking, scrape the hot ashes and live coals evenly, and you will have a wonderful fire for such purposes. Never add more fuel just before putting on your stuff to cook. Avoid too big a fire. Remember that you do not cook with flames, but with hot coals which give a greater heat and one that is steady. Never use soft wood if you can get hard wood. Soft wood is smoky, and covers the food with flaky soot, and produces a ruffled temper.

A common method of building a cooking fire is to take flat stones and put them together in a sort of fireplace. Grates may also be purchased for outdoor cooking. Toasted bread just reaches the right spot. A useful toaster can be made from flexible withes bent and tied. Bread will toast better when placed before glowing embers. Turn the bread frequently.

Now that we have our fire started, let us consider the matter of cooking something that is savory and delicious. Fresh meats of any kind that are tender enough is better broiled than fried. Beef should be cut at least an inch thick. Have a clear flaming fire and rake a good bed of hard coals from it to one side. Sear the outside of the meat first by thrusting it for the moment right into the flame and turning. This seals up the juices. Then broil over the coals, or in front of them, catching drippings in a pan underneath. Do not season until done. Bacon will broil in three to four minutes; a steak one inch thick, in five minutes; one an inch and a half thick, in ten minutes. For lamb roast or chicken roast, hang the meat or chicken on a "spit" that rests on two forked upright sticks, and that can be revolved. Have a pan underneath to catch the drippings which is used to baste the meat. For chicken have plenty of butter to use as basting.

To broil in a frying pan clean the pan thoroughly and get it almost red hot, so as to seal the pores of the meat instantly and keep the juices in. Grease the pan very lightly, put in the meat and cover. Turn often, without jabbing, with a fork.

Try wrapping a piece of steak, about an inch square in a strip of bacon and broil over the coals.

Try a toasted cheese sandwich, made by taking two slices of bread with a rich cheese filling and toasting it over the coals.

Try lamb chops seasoned with salt and pepper and wrapped in slices of bacon, fastened with toothpicks, broil over the fire or pan broil in the frying pan.

And now for the Flapjack Fantasies. In making "flapjacks" use prepared flour, (Aunt Jemima, Reliable, Heckers or other well known brand) as it is more reliable than batter mixed from ordinary flour and you are always sure of the result. Grease the griddle when hot with the bacon rind held on a fork and moved about over the surface of the griddle each time just before the batter is poured. The idea of the grease is simply to keep the "jacks" from sticking to the griddle, when more than sufficient grease for that purpose is used the "jacks" absorb it and are heavy, greasy and indigestible. To "flap" a "jack" is an achievement which comes from long and patient practice.

Ordinary Pancakes. To each level cup of prepared flour, add one cup of cold water and stir with mixing spoon until the batter is the consistency of thick cream. The batter should run from the spoon in a continuous stream like thick syrup. Drop enough batter upon the surface of the hot greased griddle to make a cake of the size desired. When bubbles appear in the center you will notice that it is baking around the edge.

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BOOK REVIEWS

Phunology. E. O. HARBIN, 455 pages. Cokesbury Press. $1.50.
Parodology. E. O. HARBIN. 110 pages. Cokesbury Press. $0.75.

The fact that Phunology has reached the 55th thousand mark and 14 editions is evidence of its popularity. The book contains 1,000 games and entertainment plans. It is one of the most complete books of its kind.

Parodology by the same author is a collection of 423 songs, pep stimulators, stunts, etc., calculated to keep occasions happy and cheerful.

With these two books on his desk, a director of a boys' camp will have enough material to last for at least five seasons.

H. W. G.

Pass on the Torch. ALLEN EASTMAN CROSS. The Pilgrim Press, Boston, Mass.

This little book of lyrics and free verse by Dr. Cross contains a number of hymns, "lyrics of reality and adventures in free verse", conspicuous among them being the poem — "Pass On the Torch" — inspired by the project carried out by hundreds of older boys of the Young Men's Christian Associations of Massachusetts and Rhode Island, of carrying a torch in the handle of which were a number of messages to the youth of America. This torch was carried hundreds of miles by relay teams, through snow and sleet, fair weather, cold weather, until many thousands of boys received the inspiration of the messages. These poems are suitable for reading at Chapel Services in Camp. H. W. G

A Child's Geography of the World. V. M. HILLYER. The Century Co., New York. $3.50.

Here is a geography book that is different. From the moment you begin reading until you lay down the book, it holds your attention. I placed the book on a table in the room of my nine year old daughter and watched results. She is a camper and has developed a fine sense of observation. The cover first attracted her attention, then opening the book she was enthusiastic over the drawings, finally she began reading the book and was lost to the world by reading about the world. Every camp library should include this unusual book. H. W. G.

The Happy Party Book. ETHEL OWEN. The Abingdon Press. $1.00.

Camp Directors and Activity Counselors are always on the search for ideas that will help make rainy days pass swiftly. This little book contains the details for making ten parties successful. Two of the parties are workable in camp. A Library Party and A Melody Party — especially adaptable to girls' camps.

H. W. G.

Sir Gregory's Lamp and Other Stories. IVAN R. WELTY. 210 pages. The Abingdon Press. $1.50.

A collection of sixteen short stories based upon material assembled from among the older legends, and written in a style calculated to capture boys and girls of Junior High School age. Stories that may be profitably read at the Sunday evening Vesper Service in camp, or at the Chapel Assembly. No moral tag is attached to each story but the appeal to the noble and better instincts runs through the stories in such a manner that the hearer unconsciously absorbs the story's motive and purpose.

H. W. G.

Voices of the Great Creator. REV. ALBERT D. BELDEN, B.D. 190 pages. Cokesbury Press, Nashville, Tenn. $1.50

Counselors of the mature type who desire a thoughtful book to read during the summer will find this volume very stimulating. Part One, under the general title "The Voices," includes such chapters as The Voice of the Mountain, The Voice of the River, The Voice of the Valley, The Voice of Summer, etc.; Part Two presents a series of Devotional Studies, such as "The Sacrament of Beauty", The Art of Meditation, The Stewardship of Personality, Memory and Spiritual Growth. Just the kind of a book to read under the shadow of a great tree or in the silence of the woods. H. W. G.

Frederick the Great. By MARGARET GOLDSMITH. New York, 1929. 42c. Charles Boni. Paper Books, Inc.,

Miss Goldsmith has broken away from the type of biography inaugurated by Lytton Strachey in "Eminent Victorians," and spoiled so badly by his imitators. She begins her study of the great Prussian by giving his home background and his early environment. By means of this, she shows just how he was moulded into the figure that history describes.

The young Frederick shows a psychological development that few people of high rank ever experience. The nostalgic bourgeoisie of his father, so incompatible to the boy, the king's uncontrolable and absolutely demoniac rages, his insanely sadistic desire to thwart the boy's every development except military, had, per se, a profound influence on the boy. It broke his spirit — always moody and morose at best, by its unreasoning force.

The book shows a great adherence to strict truth, related in very interesting fashion, and the character studies of Sophie Dorothea, Wilhelmine, old Frederick William, and Frederick's various friends, are especially good.

The typography of the book is far above ordinary. Rockwell Kent's illustrations on the cover are enough to compel attention, and the type, binding, and minor technical qualities hold it. Aside from a few annoying errors, the book is perfection itself.

Margaret Goldsmith has outdone herself in this, her first work of importance. Having been associated with the diplomatic circles in Berlin, she learned not only the managing of state affairs, but also the industrial and social sides of present-day German life. With these as a background, she set out to write the history of one of Prussia's greatest figures. Her accurate research, her cogency of reasoning, and her exemplary style are almost masculine; the tenderness and sympathy with which she treats her characters is entirely feminine. And the combination is invincible.

The psychology that Frederick's life displayed is amazing. Beginning as a sensitive nature, repressed in childhood, broken in spirit by his father's actions to his friend Katte, then suddenly given complete control of a kingdom — what would be the result? One might think that a vacillating, nerratic nature would be evolved, incapable of command, and indecisive in major questions. Frederick's life shows this guess to be incorrect. But, we leave that to you to discover just what happened. If you are at all interested in biography in which a strict adherence to truth is maintained, we recommend this title unreservedly.

Storybook Europe. By ANNE MERRIMAN PECK. Harper & Brothers. $2.50.

Written in simple, crisp sentences that clarify every wonder and every sight, this book presents a vivid description of Europe as seen by the traveler of today. The most fascinating and unique sights of the native quarters are pictured in words that are undeniable. Historic facts are reviewed and made to live each in its own environment. In accuracy and authenticity this travelogue is a gem. Picturesque and romantic is this colorful account of the highlights that go to make that first trip abroad a memorial one.

Storybook Europe is an ideal gift to the student of the teen age and a perfect selection as a *bon voyage* remembrance to the boy or girl going abroad.

The harmonious illustrations are the author's own and tend to give that finishing touch so rare in books of this character.

M. K.

The Gallant Lallanes. By LOUISE H. GUYOL. Harper and Brothers. $2.00.

The spirit of *The Gallant Lallanes* is much like that of the March family in the beloved book *Little Women.*

Early in the story Mrs. Lallane and her three daughters received the startling news that the Lallanes's estate is depleted. Marguerite's ambition to go to college is shattered but the gallant Lallanes each undertake novel means of keeping up and increasing the yearly budget. Not a negro of the old plantation is dismissed or has to suffer from this unfortunate state of affairs.

M. K.

ENDOWMENT vs. CONTINGENT FUND

One specific reflex of the various appeals the Endowment Fund Committee has made in the course of the past six months is confusion between "Endowment" and "Contingent". In response to committee appeals many directors excused themselves from contributing to the Endowment Fund on the score of having contributed to the Contingent Fund authorized at the Annual Meeting in 1928. The Endowment Fund Committee wishes to make clear that a differentiation is advisable; namely, that the Contingent Fund is subject to the direction of the Executive Committee and may be expended partially or totally as the Committee votes, whereas the Endowment Fund is of a permanent nature, only the annual interest on which may be disbursed for Association needs. At the March Meeting 1929 of the C. D. A., in making a motion that an Endowment Fund be authorized the present chairman of the Endowment Committee had no thought that if such funds were realized they might ever be used for contingent purposes. Until this differentiation in idea and purpose is definitely established in the minds of directors the work of securing an Endowment Fund of ample scope will go hobbled. It may require years to secure such a fund: meanwhile there is no reason why a Contingent Fund should not occasionally be authorized, the proceeds of which are to be used in defraying expenses that can not be met by the aggregate of annual membership fees — all the more so since everyone admits that these fees are wretchedly inadequate to the demands of an expanding camp cause.

The Endowment Fund Committee through its Chairman urgently requests that directors take pains to clarify the issue in the course of discussions with fellow-directors.

L. L. RICE
Chairman of Endowment Fund Committee

NEW MEMBERS OF THE C. D. A.

New York Section

Miss Frances Mann
Counselor, Camp Alleghany, Greenbrier, W. Va.
317 West 107th St., New York, N. Y.

Miss Beulah Pack
Mars Hill Camp, Union, Me.
250 Forest Ave., Lakewood, N. J.

Robroy Price
Scout Executive
243 State St., Schenectady, N. Y.

Edward D. Lehrer
Camps Equimink and Blue Ridge, Equimink, Pa.
134 Dahill Road, Brooklyn, N. Y.

George F. Denniston
Camp Molloy, Mattituck, L. I., N. Y.
417 St. Johns Place, Brooklyn, N. Y.

William Scott Stewart
Camp Aquehonga, Woodport, N. J.
83 St. Mark's Place, New Brighton, S. I., N. Y.

Miss Mary Louise Hollands
Camp Fire Girls
85 Maple Street, Hornell, N. Y.

So. Appalachian Section

Mr. C. J. Alderson
Counselor, Camp Wabun Annung, Kerrville, Texas
Texas University, Austin, Texas

APPLICATIONS FOR MEMBERSHIP

The following applications for membership have recently been received at the National office. Other applications may have been sent to the sections but not yet received by the National Secretary:

New York Section

W. R. Root
Lone Pine Camp, Lake Osgood, N. Y.
2501 Palisade Ave., Spuyten Duyvil Pkwy., New York, N. Y.

Miss Margaret Lyall
Camp Niqueenum
Greenwich Academy, Greenwich, Conn.

Theodore A. Rath
Head Counselor, Kamp Kewanee, La Plume, Pa.
1735 Linden St., Brooklyn, N. Y.

Thomas J. Francis (Counselor)
Lincoln School, 425 W. 123rd St., New York, N. Y.

Holland Sperry (Counselor)
Lincoln School, 425 W. 123rd St., New York, N. Y.

Donald M. Hutson (Counselor)
82 Ampere Pkwy, E. Orange, N. J.

Miss B. M. Yunck
Camp Mesacosa, Corinth, N. Y.
22 Meeker St., So. Orange, N. J.

Dougal E. Young
Camp Lawrence Cory, Penn Yan on Lake Keuka
Y. M. C. A. Rochester, N. Y.

Miss Anna Mortensen (Counselor)
736 Carroll St., Brooklyn, N. Y.

Miss Nellie West
Camp Merritt, Hartland, Conn.
175 Broad St., Hartford, Conn.

Mr. Mortimer L. Simpson,
Camp Crown Point, Crown Point, N. Y.
Horace Mann School, Richmond Hill, N. Y.

Mid-West Section

Miss Mary Louise Guy
Ex. Sec'y Camp Fire Girls
Kansas City, Missouri

Mr. Trapp
Camp Vermillion
Board of Education, Physical Dep't., Minneapolis, Minn.

Miss Veronica R. Joyce (Counselor)
1387 E. Boulevard, Cleveland, Ohio

Miss Minnette Thompson
Camp Mystic, Kerrville, Texas
805 Sul Ross Ave., Houston, Texas

Mr. Leon G. Kranz
Camp Minocqua, Minocqua, Wisconsin
623 Garrett Place, Evanston, Ill.

Miss Elizabeth Fish
Vocational High School,
Minneapolis, Minn.

Rocky Mountain Section

Mr. H. D. Alexander
Mad Creek Ranch for Boys, Steamboat Springs, Col.

Miss Polly Lawton
Head Counselor, Perry Mansfield Camp, Steamboat Springs, Col.

Pennsylvania Section

Mr. W. E. Shuttleworth
Camp Penn
Chestnut Hill Academy, Chestnut Hill, Pa.

Miss Florence Bacon
547 E. Tuliphockin St., Philadelphia, Pa.

C. R. Roofs
Camp H. Kirke Porter, Lake Road, Conneaut, O.
304 Wood St., Pittsburgh, Pa.

Mr. Lynn C. Dundon
Camp Cussewago, Edenboro, Pa.

New England Section

Mr. George K. Sanborn
Camp Cockermouth, Groton, N. H.
Phillips Andover, Andover, Mass.

Mrs. Alice Murdoch
Camp Cherie, Orleans, Mass.
Proctor Academy, Andover, N. H.

Mr. Arthur Hilbut
Franklin High School, Franklin, Mass.

Mid-Atlantic Section

Mr. E. L. Fletcher
Camp Shenandoah
120 S. Main St., Harrisonburg, Va.

So. Appalachian Section

D. Meade Bernard
Camp Carolina, Brevard, N. C.
2230 Post St., Jacksonville, Fla.

Jordan Marsh Company

BOYS' and GIRLS'
Camp Outfitting Section

Camp apparel to conform exactly with dress regulations of any camp furnished at reasonable prices — a separate shop of specialized service

Third Floor, Main Store

We shall be glad to send our Experienced Representative

Rabbi Milton Ellis, Rabbi George Solomon
Camp Osceola, Hendersonville, N. C.
Grensboro, N. C.

Miss Laura M. Jones
Camp Nikwasi, Franklin, N. C.
132 S. Boylan Ave., Raleigh, N. C.

Miss Anna Mabel Stevens
Mountain Cabin camp, Tuxedo, N. C.
65 Grandview Ave., Plainfield, N. J.

Mrs. Mary Barrow Giesen
Lake Lure Camp, Lake Lure, N. C.
1949 Union Ave., Memphis, Tenn.

Mrs. W. R. McConnell
Camp Cherokee, Clarkesville, Ga.
24 Green St., Circle, Gainesville, Ga.

Miss Mildred Parker (Counselor)
Enfield, N. C.

Mrs. T. C. McKee, Jr.
Intermont College, Bristol, Va.
Asst. Director, Camp Junaluska, Junaluska, N. C.

Pacific Section

Mrs. H. P. Snyder
4277 Jackdaw St., San Diego, California

MEETINGS

The Men's Group of the New York Section met on Friday evening, November 15, at the Men's Faculty Club of Columbia University. Following the dinner each one was called on for a four-minute presentation of a carefully considered topic, growing out of the experience of last summer. Mr. Ralph Hill presided.

The Midwest Section held their Annual Meeting at the Edgewater Beach Hotel, Chicago, on December 6, 7 and 8, with a most worthwhile program.

The Southern Appalachian Section is holding its Winter Meeting January 24 and 25 at Atlanta, Georgia.

The Pacific Section will hold their conference at Asilomar, Monterey County, California from April 10–13 inclusive.

A cordial invitation is extended to members of other sections to attend the meeting.

CAMPING APOLOGIZES

Camping wishes to apologize for a premature announcement printed in the October issue of the awarding of the *Red Book* Camp Literature Prize. The authorized account will be found below.

REDBOOK'S CAMP LITERATURE PRIZE

The McCall Company, publishers of Redbook, wish to announce that the Redbook's Camp Literature Prize has been awarded to Bernard S. Mason of the Department of Sociology, Ohio State University, for his manuscript, "Camps and Education — Camp Problems from the Campers' Viewpoint."

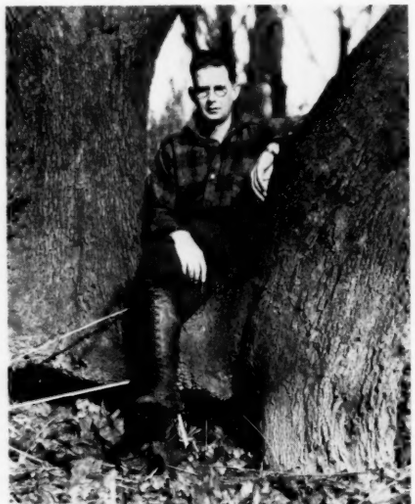
This award is made in accordance with the final vote of the Committee: Chairman — Elbert K. Fretwell, Associate Professor, Teachers College, Columbia; Dr. John M. Brewer, Associate Professor, Graduate School of Education, Harvard University; Dr. Mark A. May, Professor, Department of Education, Graduate School, Yale University; Dr. J. C. Elsom, Professor, Department of Physical Education, University of Wisconsin; Dr. Jay B. Nash, Associate Professor, Department of Physical Education, School of Education, New York University; H. W. Gibson, Former President, Camp Directors Association.

Mr. Mason's contribution to the literature of the organized educative camp is now in the process of publication for complimentary distribution to the camping profession and those actively interested in the organized camp as an increasingly important supplement to the school in modern education.

The content and scope of "Camps and Education — Camp Problems from the Campers' Viewpoint" and the method employed by Mr. Mason are suggested in excerpts from the reports of the several judges. It will be a 250 page book, fully documentated, with subject index, ample bibliography, and a preface by Elbert K. Fretwell.

"Mason has presented a wealth of ideas, sociologically and educationally sound. A study of his material would be very valuable for other leaders of youth, such as club leaders, scoutmasters, school teachers, as well as for camp leaders. The phase he represents is one that we recognize is receiving a good deal of importance in all educational work now; that is, a consideration of the educatee's point of view. This point of view has actually received a great deal of attention in camping. However, there has been, as far as I know, very little organized presentation such as Mr. Mason makes of this idea." *Elbert K. Fretwell.*

"I am of the opinion that the Mason manuscript should be ranked first on the following points: (a) scientific approach, (b) contribution to knowledge about camping, (c) educational theory on which camping programs are constructed. . . . Mr. Mason strikes at all sides of the problem from an objective point of view.



He illustrates very neatly a method of studying the situation which is much needed. I was favorably impressed by the way in which he diagnosed the situation finding out the weaknesses as well as the strength in camping programs. It is certain that as long as persons promoting camping continue to talk up their programs without submitting them to vigorous scientific scrutiny, progress will not be made. I liked the way Mr. Mason goes after the weaknesses. "*Dr. Mark A. May.*

"Mr. Mason's contribution is unique, and contains some new and valuable conclusions. It treats a phase of the camping problem which is most instructive. It seems to me that it ought to be available for the public." *Dr. J. C. Elsom*

"Mr. Mason has made his approach from the activity angle which beyond question is the modern method of analyzing the camp situation. He makes his approach to educational results through the wants of children. On the reverse side, he makes his approach to discipline from the standpoint of depriving children from the things they want to do. In his statistical analysis Mr. Mason sets forth the qualities of good counsellors, likewise of successful counsellors, likewise the qualities of unsuccessful counsellors. This corresponds very closely to my analysis of successful play leaders. The approach from the campers' angle is of great importance. . . . Mr. Mason's work seems to me to have been done in a very scholarly way and has a considerable amount of human interest material. . . On the whole I think the work done for the contest was exceptionally fine." *Dr. Jay B. Nash*

We are happy to present this book as one of the most helpful of Redbook's many undertakings in promotion of the American Camp Movement.

"Camps and Education — Camp Problems from the Campers' Viewpoint" will be limited to an edition of 3,000 copies.

TYPHOID PREVENTION

(*Continued from page 1*)

frequently can, and will, give information of the greatest value on this point.

Unless the directors take this matter into their own hands and deal with the situation unflinchingly the time is near when all states will demand that every person in the camp receive prophylaxis just as the army required during the war. We do not want to demand more of the camper, or the director, or the parent, than is at present necessary, so the sooner this matter is seriously incorporated in camping practice the less frequently outbreaks will occur, and the less organized camping will be hedged about with galling restrictions.

SUGGESTION

The suggestion below was received from one of our members. If any director should be interested in the plan, further information would be furnished by the National office.

LAURA I. MATTOON
Wolfeboro, N. H.

"Would it be possible for camps to exchange probable junior counselor material on some sort of camp scholarship basis, so that one camp would train each year one or two or three, (according to their needs and possibilities) youngsters who would later return to their original camps as junior counselors. For example, this coming summer, I have at least three girls and two or three boys who will make excellent counselor material a little later. They are about at the limit of their camper age. I should like to send them to some other camp for training, and should be glad to take, in exchange for them, leaders from the camp to which our boys and girls go; with the understanding, of course, that they would come back to their own camp later on."

BOUQUETS!

Quotations from recent letters from Camp Directors, in regard to the New York Section's Report, "The Place of the Organized Camp in the Field of Education."

"I have just seen a copy of the report on educational values in the summer camp, and, possibly because I am in complete accord with it, it seems to me the best presentation of the subject which I have read. What I like most of all is the subordination of superficial matters and the appeal of the less material."

H. A. DOMINCOVICH
Director of Flying Moose Lodge

"I have been reading all the material that I can get hold of on the subject of camping. The article, "The Place of the Organized Camp in the Field of Education", is well done and I believe will have a desirable effect."

HOMER L. THOMAS
Camp Winnepe

TALK ON CAMP ADVERTISING

(*Continued from page 1*)

The intangible results of advertising are considerable. The tangible results are considerable, too, as most camp directors, who have advertised consistently over a period, have found out.

Most of you have probably heard the story of the fashionable school for girls in the Berkshires, which spent $1,500 a year to keep a small advertisement in most of the leading mediums. Once in three years at the cost of $4,500, this school made an enrollment. And the school appreciated that this paid. Why? Because this new student would come from Utica, Indianapolis or Savannah — a center where the school had never before made an enrollment. This girl would remain at the school five years, and influence her younger sisters or friends to come to the same school. In other words, a considerable enrollment would be developed in a new center.

To judge the results from advertising fairly, one must consider how many years each camper that comes from the magazines returns to the camp, and how many new campers come as the result of this particular camper's influence.

Most camps are well known in certain communities or sections. Some of the larger camps have become worried because most of their campers came from a few centers rather than from several states, and for that reason have advertised. This is where advertising helps — in developing a national rather than a local patronage.

Some large camps that previously advertised have discontinued the use of the magazines. Others continue to advertise extensively. A number of excellent camps have built up their enrollments wholly without advertising.

Only last year a New Hampshire camp for girls which had been spectacularly successful from its start a few years ago, and which had only issued a leaflet in place of the conventional booklet, found it advisable to advertise and used sizable space in the leading camp mediums.

There are not more than a dozen so-called recognized camp mediums — that is magazines that carry advertisements of a dozen or more camps. These few mediums are divided into three classes — the 'mass' mediums which reach the million; the 'class' mediums of relatively small circulation which reach the wealthy patrons who much prefer association with their element, and those magazines which children themselves read. Many camps get their best results from those mediums which reach the boy or girl direct.

No one medium is, however, the best for every camp. The individuality and type of camp should be carefully considered in making up its schedule.

Certain excellent magazines rely wholly on their circulation and the results the camps get direct from their advertisements. Theoretically this is ideal. Others have developed progressive service bureaus at great costs and help the parent in selecting the camp for his needs, and help the camp in getting campers.

What percentage of a camp's income should be appropriated for magazine advertising? This varies greatly from camp to camp. Perhaps five percent is a fair average, although many camps spend less while others will spend up to ten or fifteen percent of their income on advertising in the magazine. In giving these figures, I have mentioned the actual costs of space in the magazines — and have not included cost of printing, booklets and follow-up material, travelling expenses, office expenses or the other items which may be classified under the general heading of sales expense.

Before me are figures of a girls camp, with an enrollment of 100, which spends about 5% of its gross income on magazine advertising. Last season this camp enrolled 28 new campers as the result of its advertising.

Statistics of another camp for girls for the last three years are rather illuminating. This camp has had a remarkable growth since it was opened seven years ago. It has spent about three or four percent of its gross income on advertising. In 1927, it received 28 enrollments from its advertising; in 1928, 16 enrollments; and in 1929, 19 enrollments. Old campers and friends provided 46 campers in 1927; 85 in 1928; and 95 in 1929.

In addition to the selection of the medium, great care should be taken with the layout and copy used in an advertisement. An advertisement should stand out on the printed page in order to attract attention. Attractive lettering of the camp name, or an effective symbol or photograph will attract this desired attention. The copy should be written to interest the parent, and insofar as space limitations permit, convince him that this is the type of camp he is seeking.

Advertising alone never sells a camp to the parent. But it does bring requests for booklets and gives the camp directors leads. An advertisement should always offer something for nothing — mention an illustrated booklet on request.

The camp, I mentioned as having 28 enrollments from its advertising, got these from 499 inquiries. Another camp got 42 inquiries out of 643 leads from the magazines. The proportion of enrollments from magazine inquiries depends wholly on the follow-up the camp director uses. Personal calls, as soon as possible, are best. To prepare for this, the use of an adequate booklet and the right kind of a personal letter are most essential. The camp that finds advertising pays is the one that uses these methods.

Newspaper advertising is often useful in developing a local patronage, but unless the camp director lives near enough to the city where the advertisement is published so that he can insert his telephone number, or have one of his staff to do this, results from the newspapers are apt to be disappointing. An exception to this is the *Christian Science Monitor*, which in the advertising field belongs rather in the same class as the other denominational weeklies and monthlies, in that it has a national circulation.

Advertising is not the only form of publicity that camps use.

Direct mail has been found by some camps to be a more fruitful source of campers than the magazines. If the list used is carefully compiled and kept up to date, the inquiries that result will be found to include a smaller percentage of curiosity seekers and people who cannot afford to patronize the camp. A multigraphed letter, with a return post card to request the camp booklet enclosed, has been found to be the best way to use direct mail. Enclosing a costly circular or two is apt to defeat the purpose.

The radio has been used the past year by a number of camps. Theoretically this reaches a large number of parents, but the tangible results are sometimes hard to trace.

Movies, which the director can use when he visits the parent, is one of the best methods of publicity available. Here the prospect can actually visualize life at the camp.

Newspaper publicity — the mention in a local paper of the children that are going to a certain camp — arouses interest. When a large camp for girls has unusually good photographs, there are sometimes chances to get these printed in the rotogravure sections of newspapers in the larger cities.

Whatever the means of publicity used, the real results come, as I have said, from the personal call which the director makes. It is not possible to call on every prospect as soon as the director hears of them.

Here lies the tremendous importance of the camp booklet, which prepares the way for the personal call.

The other day, I heard of a New York publisher, a most conscientious man, who examined thoroughly thirty camp catalogs before he selected the camp for his daughter. He was thoroughly pleased with this camp and what it accomplished for the girl. This particular camp booklet was not one of the very expensive ones — the type that cost $2.00 each or more. But it was a good, moderate priced booklet, attractively printed, well illustrated with interesting pictures that covered a wide variety of activities, and it included all the essential facts that the parents would want to know.

The camp booklet should represent the camp adequately, should be the silent salesman to prepare for the coming of the director.

It should be set in good clear, attractive type, printed on good paper, and have a pleasing cover. Above all, it should have plenty of interesting pictures, which show a variety of activities as well as the equipment and staff.

One can judge the good booklet by the quality of its illustrations. Unless the

(*Continued on page 10*)

TALK ON CAMP ADVERTISING

(*Continued from page 9*)

printer understands the use of inks, and unless he has plenty of time to print the halftones, poor results will mar the whole booklet.

Naturally, the camp director knows his own camp best. He is the proper person to write his own booklet. Sometimes he may welcome suggestions for copy, illustrations and layouts from the experienced printer. No intelligent person would want to standardize the booklets of all camps. The camp booklet should, in so far as possible, express the individuality of the camp, but there are certain essentials that should be included.

The good printer can cooperate with the camp director by suggesting layouts, paper to be used for text and cover, designs for the cover; and, perhaps above all, he can advise the camp director which of his pictures may be reproduced best.

It is foolish to squander vast sums on camp booklets. It is likewise unwise to issue a booklet that will not make as good an impression as the camp director himself does in person.

So far, problems of individual camps have been taken up. The camp movement as a whole deserves wider publicity. There is still an amazing ignorance among a considerable part of the public on what constitutes a good camp.

Articles in the newspapers and magazines, talks over the radio on the camp movement should be more numerous. Parents should be educated up to the fact that if he wishes to have his child derive the fullest benefits from the summer camp, he must be willing to pay for it. An epidemic of typhoid fever or a serious accident will bring the camp to the front pages of a newspaper, even though the camp may not have been at all responsible for these. Some of the best newspapers have published articles on camping that were amazingly inaccurate.

HOW TO MAKE GOOD READING CONTAGIOUS TO CAMPERS

(*Continued from page 2*)

There should be discussions that will lead to such an interest that the camper will want to spend idle moments in improving her mind with this so-called stimulus knowledge.

If the worthy things in literature will be brought to the camper through camp fires, dramatics and assemblies, the camper will want more. To enthuse the campers in the line of good reading the counselor staff should be well equipped with the knowledge of outstanding literature. They should be well read. In their abodes they should see that various maagzines, books and the like, according to their group liking are in sight and read. She should study her group, find out what is interesting to them and what they like in the line of reading. Such discussions will be an appetizer for more. If the camper sees that her own fellow-mate knows a bit more in this line than she does, she will soon be asking for some of the elements that will lead her to search for the things that she has not had or been placed within her reach.

Like everything else reading can be over done, but if it is taken and given in the right way it will find its place in the camp life as well as the athletic activity.

Poetry seems to be a wonderful bit of food for the average camper. It sings to them. It seems to harmonize with the routine and gives vent to self expression. With some thought of beauty expressed running through a mind will want to be fed by more. How can this be done?

In the first place, there are a number of anthologies that are designed for this purpose. In these collections are found many bits of poetry that will give to the time and mood according to the person in charge. There is always an appropriate line that will find its way.

The intelligent side of the camper should be extracted as well as the athletic ability. There is only one way to accomplish this and that is by the choosing of a well-balanced, selected and fitted library. There are a number of book stores in the country that specialize in the fitting out of camp libraries. They even go as far as to have lending libraries for camps and will furnish throughout the summer the various books that the camp wishes.

It is equally important for the counselor staff to be well versed in the line of literature in order to converse with the camper.

There should be well-selected magazines and literary sheets in the library and throughout the camper's cabin and tent. Often a camper will come in a dwelling and relax and want something to read. She should be able to have something within her reach to read if she so desires.

Lists of books should be posted and where they are to be found in case a camper wants to read this selection and one of the others have it in hand. Reach your girl in the way that she can be found but find her in the right way.

"Many books,
Wise men have said, are wearisome; who reads
Incessantly, and to his reading brings not
A spirit and judgment equal or superior,
Uncertain and unsettled still remains —
Deep versed in books, and shallow in himself." — *Milton*

Paradise Regained,
Bk. IV, line 321

THE SUMMER CAMP LIBRARY

(*Continued from page 3*)

appealed to them. In camps where this practice has been followed, campers often search during the winter time for good stories which will liven the camp fire the following summer. Much practice is necessary to develop good story tellers. There are some classic masterpieces which the campers want to hear summer after summer. They do not tire of the best stories. Only stories of that type should be told.

In the third place, the well equipped camp library should contain an abundance of reference material to help counselors and campers plan stunts and special entertainments. Books of this type are constantly in demand. Stunt nights are usually worked out at camp so that every camper takes some part. Since there are always a number of campers who are not original and therefore are at a loss for something to do, they must look to their counselors and to books for help. Some camps have at least one stunt night each week besides the informal get-togethers around the friendship fires in the evening at camp or off on special trips where individual or group stunts help to add to the fun of the occasion.

Fourthly, counselors look at the camp library for inspirational books which will help them to deal more effectively with the children under their care. Practical books on child psychology help.

Lastly, there should be books which tell of the objectives of the organized summer camping movement and its place in American education. There have been very few books published which give this interpretation. Such books often tell of experiments in other camps in other sections of the country which are helpful.

If we grant that a camp library is absolutely essential, we still face the question of what is the best way to build up an adequate library. Since many of the reference books and others that are necessary are expensive, and since in many cases the funds are not supplied from the library, other ways must be found to get the books.

We have built up our own library at Camp Osoha during the past eight years in three ways: first, we have bought each year some of the best books on camping and other subjects to add to the library; secondly, we have suggested to the girls in our camp that they contribute to the camp library two or more books which have interested them; and thirdly, we have had sent to us each year a hundred or more books carefully chosen from the large collection of the Wisconsin Traveling Library at Madison. This last arrangement is an excellent way for a camp to have the use for the entire camping period of some splendid books. The books are always in good condition. If each camp director would make out a list of the subjects on which he would like material, the librarians can make a better choice. It is an easy and very satisfactory way of supplementing any books that may be in the camp. The only expense is the frieght charged on the boxes of books sent. Further information and lists of available books may be obtained by writing the Wisconsin Traveling Library Commission, Madison, Wisconsin.

(*Continued on page 11*)

THE SUMMER CAMP LIBRARY

(*Continued from page 10*)

Methods of handling books in camp vary. It has been our experience that it is best to put one of the counselors in charge of the library. While books may be read at any time in the living or assembly room — or wherever they are kept — they cannot be taken out of this room without the permission of the counselor librarian. Because of the urgent demand for many of the books, they may be drawn for only a few days at a time.

Books may be drawn from the library at a certain period just before lunch. None of the camp books can be taken on any of the camping trips. There is not only the question of the extra weight added to the pack but also the danger of losing the book or getting it soaked in an unexpected rain storm. Because of this last rule, we have always been able to return the books loaned in good condition.

We have found it advisable to have a separate group of books for counselors only. In this list might be included special stories for telling around the fire. If campers do not have a chance to read these stories first, it is more fascinating for them to listen to them being told.

In addition to an adequate supply of books there should also be a number of the best magazines chosen to suit the needs of the various camp groups. An excellent method of arousing interest in the magazines is to have the campers vote on the ones they would like in the camp. A check on their choices may be made by submitting the list to parents for their choice or approval. Campers may be encouraged to have their own magazines sent to camp during the season.

Let us — as camp directors and librarians — do all we can to raise and keep up the standard of the libraries in our organized summer camps.

"He who loveth a book will never want a faithful friend, a wholesome counselor, a cheerful companion, or an effectual comforter."

OBITUARIES

Corinne B. Arnold

It is with regret that the announcement of Miss Corinne B. Arnold's death was received at this office. She was the director of Camp Accomac located at Hillside, Maine. Miss Arnold has been a member of this Association for many years, and she was at one time president of the Pennsylvania Section. She died at her home in Philadelphia on October 7.

WHEREAS: in the wise provision of our Heavenly Father, He has seen fit to call to Himself our esteemed brother, Mr. Byron Clark, be it resolved:

That we, the members of the New England Section of the Camp Directors Association, send a message of deepest sympathy to his family and co-workers, that we acknowledge with grateful appreciation the splendid work he has done in organized camping for these many years.

We join our tribute with that rendered by the many boys who were under his wise guidance and Christian inspiration. We acknowledge the imprint his life has left upon all leaders of young people who came under his influence.

BE IT FURTHER RESOLVED: that a copy of these resolutions be published in *Camping*, the official publication of the Association, also spread upon our records.

Committee on Resolutions for the Association.

Edward G. Osgood
Camp Neshobe,
Lake Fairlee, Vt.

PERSONALS

The pupils of the Hedley School presented their annual Thanksgiving Pageant, "The Children of the Pilgrims", by Adelaide Nichols, in the school auditorium on Saturday afternoon, November 30, under the direction of Miss Hedley, principal, and Miss Barclay, dramatic instructor. Miss Hedley is a member of the Camp Directors Association, being the director of Camp Wa-Wa-Na-Sa, the summer school and camp in connection with the Hedley School.

Mr. Carl A. Bryan, Scout Executive of Alamo Area Council, San Antonio, Texas, and Mrs. Cilton De Bellevue, Camp Wabun Annung, Kerrville, Texas, are working very energetically in forming a Southwest Section of the Camp Directors Association.

Mr. Stuart M. Link, director of Camp Kuwiyan of Meredith, N. H., has accepted the position as head of the Sewickley Academy, Sewickley, Pa. For several years Mr. Link has been dean of boys at the Gilman Country School, Baltimore, Md.

DEAN OF U. OF VERMONT REPORTS ON SUMMER CAMPS

Burlington, Vt., Oct. 31 (A.P.) —Dean J. W. Votey of the College of Engineering of the University of Vermont has made public his report on summer camps in Vermont. He estimated approximately 8,300 persons in the boys and girls summer camps in the State. There were 2,957 boys, 2363 girls, 1314 councillors and 636 other employees in seventy-one of the State's seventy-four camps, he stated. He said that more than a million dollars are invested in young peoples' camps in Vermont.

KEEP DISH WATER HOT, SOAPY, TO KILL GERMS

A temperature of 145° F. for a period of thirty minutes is necessary to kill most organisms of disease. Dish water is not usually hot enough to kill the germs in the short time used in washing dishes. Dish water should be changed frequently and kept hot.

IMPORTANT NOTICE!

Dates of National and Sectional Meetings.

National Convention: February 28-March 1, 1930, Edgewater Beach Hotel, Chicago, Ill.

New York Section: General meeting February 14, 1930; Sectional meeting, January 10, 1930; Sectional meeting, March 14, 1930.

Southern Appalaichan Section: February 7–8, 1930, Atlanta, Georgia.

Pacific Section. April 10–13, 1930, Asilomar, Monterey County, California. (Y.W.C.A. Conference and Vacation Grounds)

Will the following get in touch, at once, with Miss Laura I. Mattoon, Wolfeboro, N. H.: Miss Mabel Talcott, Miss Aileen Carpenter, Miss Daisy Phillips, Mr. Wilson Newman, Miss Irma Taylor, Miss Edith Press, Mr. L. B. Blackham, Mr. Kaminski.

NEW YORK SECTION

A meeting of the New York Section will be held at the Men's Faculty Club, West 117th Street and Morningside Drive, on Friday, December 13, at 6:30 p.m.

There will be round table discussions at dinner on the following topics: (1) Program planning in relation to age and ability groups; (2) Camp magazines and year books; (3) The ethics of the financial side of illness in camp.

The evening session will begin at eight o'clock. The general subject will be "Cooperation between the School and the Camp" with the following program: (1) "Where School and Camp Meet", Mrs. Henry Neuman, director, Brooklyn Ethical School; (2) "Enriched Educational Experiences", Mr. Colba Gucker, director, Camp Lincoln and teacher, Lincoln School; (3) "Comparative Opportunities in School and Camp for Carrying on Modern Progressive Methods", speaker to be announced; (4) "The Relation between the Short Term Camp and the School", Miss Carol Preston, teacher, Birch Wathen School and director, Camp Andrea; (5) "Some Suggestions for Improving School and Camp Relationships," Mr. Frank Hackett, head master, Riverdale School and director, Camp Hackett.

These talks will be followed by general discussion.

1. It was decided that the meetings of the Women's Division be held on Saturdays hereafter in order that more may be free to attend. The dates, therefore, will be changed to January 11 and March 15.
2. The national meeting will be held at the Edgewater Beach Hotel, Chicago, February 28 to March 1. It is hoped that there will be a large attendance from the New York Section.

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28 — Virginia — Secretary; secretary for three seasons in one of our excellent New England camps.

30 — Rhode Island — Dramatics with stenography and bookkeeping. College graduate. High school teacher. Can tutor in English, public speaking and history.

32 — Georgia — swimming with first aid and land sports. Can assist in dramatics. Passed Senior Red Cross life saving test; holds certificate in physical education and first aid. College graduate. Plays mandolin and clarinet.

34 — Ohio — swimming and life saving with land sports. Passed examiner's Red Cross life saving test. M.A. in Psychology (major in childhood psychology); ten seasons' experience in a New England camp.

36 — Ohio — dramatics with dancing. Can drive an automobile and assist with athletics. Seven years' experience as a counselor. Teacher; graduate of Cleveland School of Education 1923.

38 — New York — can direct land sports and assist with swimming; has passed Senior Red Cross Life Saving test; six years camper and counselor; Junior in college.

40 — Pennsylvania — can lead the nature work and can assist with athletics and dramatics; high school teacher; leader of Girl Reserve Clubs and Science clubs; coach hockey and basket-ball.

Men

11 — Ohio — swimming and life saving with land sports. Red Cross examiner. For seven years counselor in a Maine camp. College graduate.

13 — New York — swimming. Has had many years experience as a camper and as a counselor. Has attended Camp Directors Association Conferences for three years. Unusual references and training. Well known in the Camp Directors Association. Student in Syracuse University, taking the pre-medicine course.

IMPORTANT CONFERENCE

On October 25th a most important Conference was held at Hotel Bellevue, Boston, Mass. The purpose of this conference was to consider the possibility of cooperation in establishing one set of standards for swimming and life saving, boating and canoeing.

The Conference was attended by the following: Dr. J. P. Sprague, C.D.A. *President*, Chairman of Meeting; Mr. W. H. Bentley, C.D.A. *Vice-President;* Mrs. Hugh Worthington, C.D.A. *Vice-President;* Miss Laura I. Mattoon, *Secretary* of C.D.A.; Mr. Dwight L. Rogers, Jr., C.D.A. Chairman of Swimming Conference; Mr. David Layton, C.D.A. Host of Swimming Conference; Mr. Fred Mills, Boy Scout Director of Water Front Activities; Mr. H. F. Enlows, Red Cross Director of Swimming and Life Saving; Mr. Wilbert Longfellow, Red Cross Assistant Director of Swimming and Life Saving; Mr. Robert J. Kiphuth, Yale College Director of Swimming.

Mr. Dwight L. Rogers, Jr., Mr. Mills, Mr. Enlows, and Mr. Kiphuth have been continuing the conferences that were started at the meeting in Boston in October; and it is perhaps not too much to hope that from them will be developed a series of plans for counselor training in swimming, boating, canoeing and watermanship in general, which will eventually make available to camps a larger group of well trained counselors than it has been possible to offer them in the past.

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